11

SENIOR HIGH SCHOOL

DEPARTMENT OF EDUCATION
SCHOOLS DIVISION OF NEGROS ORIENTAL
REGION VII
Kagawasan Ave., Daro, Dumaguete City, Negros Oriental

Disciplines and Ideas in Applied Social Sciences

Quarter 3 – Module 6:
Clientele and Audiences in Social Work

ALTERNATIVE DELIVERY MODE
ADM

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Disciplines and Ideas in Applied Sciences – Grade 11
Alternative Delivery Mode
Quarter 3 – Module 6: Clientele and Audiences in Social Work
First Edition, 2020

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Disciplines and Ideas in Applied Social Sciences

Quarter 3 – Module 6: Clientele and Audiences in Social Work

Introductory Message

For the facilitator:

Welcome to the Disciplines and Ideas in Applied Social Sciences Grade 11 Alternative Delivery Mode (ADM) Module on Clientele and Audiences in Social Work!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:

Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Disciplines and Ideas in Applied Social Sciences Grade 11 Alternative Delivery Mode (ADM) Module on Clientele and Audiences in Social Work!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

What I Need to Know	This will give you an idea of the skills or competencies you are expected to learn in the module.
What I Know	This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.
What's In	This is a brief drill or review to help you link the current lesson with the previous one.
What's New	In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.
What is It	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
What's More	This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.
What I Have Learned	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
What I Can Do	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.
Assessment	This is a task which aims to evaluate your level of mastery in achieving the learning competency.
Additional Activities	In this portion, another activity will be given to you to enrich your knowledge or skill of the

	lesson learned.
Answer Key	This contains answers to all activities in the module.

At the end of this module you will also find:

References This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

What I Need to Know

MOST ESSENTIAL LEARNING COMPETENCY:

- Describe the clientele of social work (HUMSS_DIASS12-Ig-24)
- Distinguish the needs of individuals, groups, organizations, and communities (HUMSS_DIASS12-Ig-25)
- Illustrate the different processes and methods involved in undertaking social work (HUMSS_DIASS 12-Ig-27)

Objectives:

At the end of the module, you should be able to:

- Identify the characteristics of the clientele and audiences of social work
- Distinguish the needs of individuals, groups/organizations, and communities
- Develop awareness on the different processes and methods involved in social work

What I Know

"FACT or BLUFF"

Directions: Read each statement carefully. Place a check mark (√) if you agree with the statement and cross (**X**) if you do not agree. Answer directly in your notebook.

Statements	*√ or X*
1. Clientele in social work is define as individuals and groups of people who receive service from various counseling profession constitute the clientele and audience.	
2. Professional social workers are uniquely train to help clients maximize the opportunity for change in themselves and/or their situations.	
3. The term client encompasses individuals, families, groups, organizations, and communities.	
4. Psychotic it involves a long-term pattern of unhealthy and inflexible thoughts and behavior.	
5. Neurotic is a severe mental disorder that makes people lose touch with reality cause by abnormal thinking and hallucination.	
6. Personality disorder is a long-term tendency to be in a negative emotional state.	
7. Community is a familiar thread used to bring people together to advocate and support each other in the fight to overcome those threats.	
8. Working Individual is the principal client; Efforts of helping are focus on client.	
9. Social Workers aim to protect vulnerable people from abuse, neglect, or self-harm and to help enhance their well-being and quality of life.	

10. The group and organization as a client consist of between five to eight people.	

What's In

Task 1. **Directions:** Match the following words according to its processes and methods in social work. Write your answer in your notebook.

A	B
1. advocate	A. function
2. nursing homes	B. work areas
3. assessment	C. roles
4. acceptance	D. core values
5. social justice	E. principles

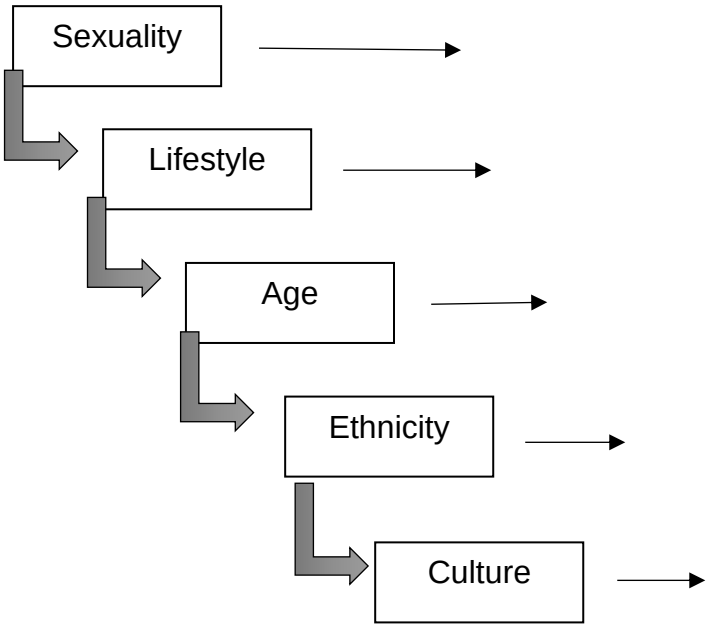
What's New

Direction: Classify the following characteristics to the target audience in the boxes below. Write your answer in your notebook.

Male Artist Ceremonial Artifacts Female

Traveler Skin Color Jewelry Clothing

Shapes Business Owner Age Group 18-21



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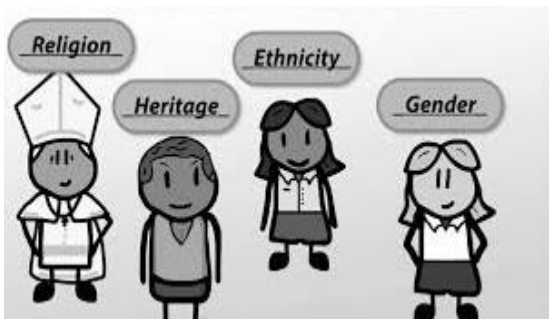
What is It

THE CLIENTELE AND AUDIENCES OF SOCIAL WORK

Characteristics of Clientele and Audience of Social Work

The type of health information that is most appropriate and 'impactful' will be influenced by the characteristics of your target audience, including their gender, ethnicity, culture, age, disability, sexuality, lifestyle, communication needs, location, health literacy, socio-economic status, beliefs, preferences, health condition, and coping strategies. You will need to consider the characteristics of your audience, such as disability, language spoken and health literacy, and the impact of this on how it is most effective to communicate with them. Knowing audience members' attitudes about a topic will help a speaker determine the best way to reach their goals. Imagine that a presenter is trying to convince the community to build a park. A speaker would probably be inclined to spend the majority of the speech giving reasons why a park would benefit the community. Try to do some research to find out what the audience already knows about the topic. Giving a brief review of important terms and concepts is usually appropriate and can sometimes be done by acknowledging the heterogeneous audience and the importance of 'putting everyone on the same page.' For example, even if the audience members were familiar with basic genetics, a brief review of key term and concepts at the beginning of a speech refreshes memories without being patronizing. You need to have a lot more understanding about their social problems, be good and patient to have a good communication with them.



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Types of Clientele:

1. Individuals

2. Groups and Organization

3. Community

The individual as Client of Social Work

Social workers work with individuals who have transactional relationships with people and their social environments. They must learn social work practice methods to restore, maintain and promote social functioning as it relates to individuals, families, and small groups. Integrate on multiculturalism, diversity, and social justice issues. You will examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, socio-economic status, age, religion, and ability as these relate to social work practice. You will learn the importance of developing relationships and learn how to apply skills and put into practice.

https://tbcforcbt.com/client-services/individual-counseling/

The group and organization as Client of Social Work

Social workers work with a variety of groups in all settings in which social work is practice. It is means that inside of a group of people it needs of commonly identity or similarity with each other. It is like a small group that working with service, like group of organization or place of employment, or pupils and student in school setup. Social work applies social sciences, such as sociology, psychology, political science, public health, community development, law, and economics, to engage with client systems, conduct assessments, and develop interventions to solve social and personal problems; and create social change. Social work practice is often divided into micro-work, which involves working with individuals or small groups; and macro-work, which involves working communities, and within social policy, to create change on a larger scale.

https://www.google.com/search?q=image+of+gro

The community as Client of Social Work

https://www.google.com/search?ei=YLEsX-rFBfOzmgeDjIrIBQ&q=image+of+community++as+

This is a group of individuals or families that share certain values, services, institutions, interests, or geographical proximity. A functional special unit that meets people's sustenance needs, helps form collective identities, and patterned social interaction. Social work may focus on community transformation to cause environmental change to make it possible and to achieve social well-being or social justice.

Conducting Needs Assessment for Individuals, Groups, Organizations and Communities

Careful planning is important to social work. Community needs assessment to identify the strength and resources available in the community to meet the needs of the children and families. It provides a framework for developing and identifying services and solutions that support and nurture children and families.

Before they give their services, they plan it first through surveys, interviews, community meetings and these information's are their basis to make data. On those data, it will show what the problems of the community are and this data/information will help them on what services they will make for individuals. When there are poor people, the socialist work focuses on how they will help them. Social work helps them by training them on hand and basic works to make their own business.

https://www.google.com/search?ei=YLEsX-rFBfOzmgeDjIrIBQ&q=image+of+community++as+a+client+of+so

Community Needs Assessment Steps

- Define your community- This will help you identify the group(s), or sub-communities, that tend to feel the effects most.
- Population- The goal is to understand the culture and social structure of your community to better target your program.
- Place- Can include schools, senior centers, shelters, parks, religious establishment, and other infrastructure.
- Attitudes and Values- This is really about what drives your community.
- Decide on scope-Community needs are often interconnected and complicate.
- Identify Assets- Referred to as resources that are necessary for your program's success.
- Make Connections- Some of your greatest assets are people, from students to governors. Gather your contacts and reach out to community leaders.
- Collect data- Your data will include statistics, but also the thoughts and knowledge of community members.
- Analyze your findings- Gather notes from your interviews, surveys, and observations and look for patterns and trends
- Present your findings- After conducting a needs assessment; organizations typically produce a community needs assessment report.

Methods of Gathering data

The main take away from your assessment should be a clear understanding of the impact, intensity, and distribution of services. Collect qualitative and quantitative data that will inform your decision-making. Here are the types of information you will want to collect:

- *Interviews, focus groups, and surveys*: Speak to those at ground level, experts, and community leaders about what they observe and experience in the way of needs.
- *Listening sessions and public forums*: Listening and participating in community gatherings like town meetings are a great way to learn about perspectives on local issues.
- *Direct or participatory observation*: Visit your community's spaces, like senior centers, shelters, and schools to observe, speak with those at the ground level, and participate in programs that already exist.

Types of data needed

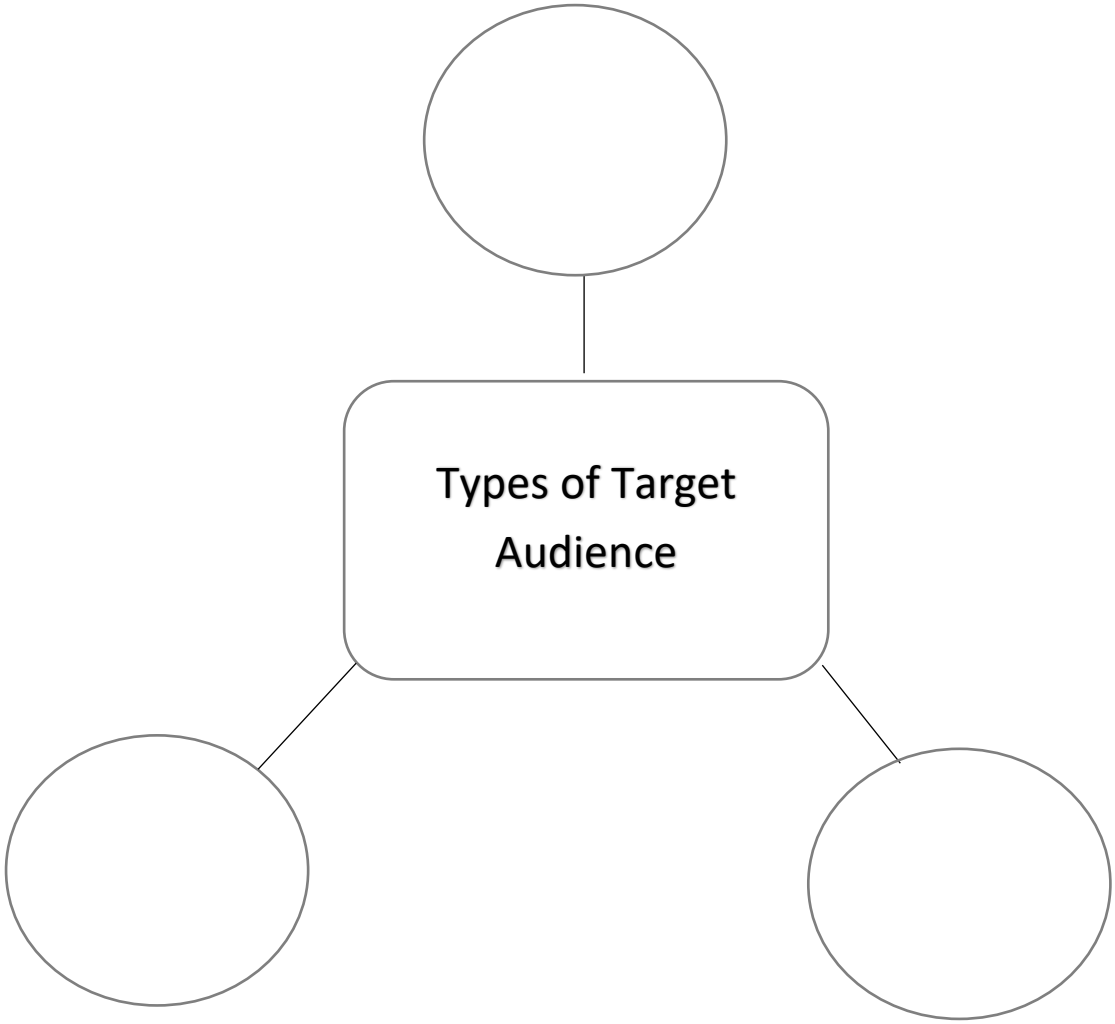
- Qualitative data- which means that the research uses words, rather than numbers to express the results, the inquiry, or investigation about people's

thoughts, beliefs, feelings, views, and lifestyles regarding the object of the study.

- Quantitative data- involves measurement of data. Thus, it presents research findings referring to the number or frequency of something in numerical forms.

What's More

Directions: Distinguish the needs by filling up the circles according to the types of audiences in your notebook.



What I Have Learned

I have learned that _____

I have realized that _____

I will apply _____

What I Can Do

Directions: Illustrate the different processes and methods involved in undertaking social work.

Qualitative Data Collection	Quantitative Data Collection
_____ _____	_____ _____

INDIVIDUAL WORK RUBRICS

	Criteria				
	Excellent	**Very Satisfactory**	**Satisfactory**	**Poor**	**Score**
Clarity 30%	(29-30) clear relationship between concepts.	(26-27) Relationship between concepts is evident	(24-25) Unclear relationship between concepts	(22-23) Little or no attempt at all to explain	
Comprehensiveness 25%	(24-25) Information is clear accurate and precise	((21-22) Information is accurate	(19-20) information is inaccurate	(17-18) Little or no attempt at all to explain	
Coherence 25%	(24-25) Logical organization from components to sub-components	(21-22) Components and sub-components are present	(19-20) Components and sub-components are not organized	(17-18) Little or No attempt at all to explain	
Presentation 20%	(19-20) Presentation is orderly and effective	(16-17) Presentation is orderly	(14-15) Presentation is not orderly	(12-13) Little or No attempt at all to explain	
				Total Score	

Assessment

Directions: After the chapter study. Read each statement carefully. Place a check mark (√) if you agree with the statement and cross (**X**) if you do not agree. Answer directly in your notebook.

Statements	*√ or X*
1. The ideal client has clear goals and a picture of how to get there.	
2. It must have on the transactional relationships between people and their social environments.	
3. Learn how to apply skills such as active listening, empathic responding, contracting, and critical and creative thinking in practice.	
4. Social work may focus on community transformation to cause environmental change to make it possible and to achieve social well-being or social justice.	
5. Careful planning is important to social work.	
6. It provides a framework for developing and identifying services and solutions that support and nurture children and families.	
7. Quantitative data- involves measurement of data.	
8. Before they give their services, they plan it first through surveys, interviews, community meetings and these information's are their basis to make data's	
9. Working with the community requires the aggressive practitioner to be able to assess community functioning and design specific intervention techniques	
10. It is means that inside of a group of people it needs of commonly identity or similarity with each other	

Additional Activities

Directions: In the space provided, make a graphical representation of the classification and types of target audience. Write your answer in your notebook.

Answer Key

What I Know

1. ✓ 6. X
2. ✓ 7. ✓
3. ✓ 8. ✓
4. X 9. ✓
5. X 10. ✓

What's In

1. C
2. B
3. A
4. E
5. D

What's New

1. Sexuality – Male, Female
2. Lifestyle – Artist, traveler, business owner
3. Ethnicity – Skin, color, shapes
4. Age – Age group 18-21
5. Culture – Ceremonial Artifacts, Jewelry, clothing

What's More

1. Individual – answer may vary
2. Group/Organizations – answer may vary
3. Communities – answer may vary

What I Can Do

Answer May Vary

Additional Activities

Answer May Vary

What I have learned

Answer May Vary

Assessment

1. ✓
2. ✓
3. ✓
4. ✓
5. ✓
6. ✓
7. ✓
8. ✓
9. ✓
10. ✓

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https://www.google.com/search?q=sample+image+of+gender+ethnicity&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiOvrzIh4nrAhWMIqYKHcgjBiAQ_AUoAXoECA0QAw&biw=1366&bih=657#imgrc=LBKtzahxIKsIBM

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